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ABSTRACT

A collection of 79 program ideas demonstrates creative approaches to academic programs and administrative concerns. As part of an annual event sponsored by the Ameridan Association of State Colleges and Universities (AASCU), the ideas were nominated by institutions in the 1985 competition for the G. Theodore Mitau Award for Innovation and Change in Higher Education. The types of innovations are categorized as follows: increasing access, improving curricula, teaching and learning, faculty and administrative development, finance and management, and public service. For each of the 79 institutions, the name of the program and the contact person are identified, and a program description is provided. Specific topics of the innovations include: providing access to education and services for the deaf and hearing-impaired, a computer center for the visually impaired, a one-day-a-week college, efforts to improve the enrollment and retention of mature women in four-year colleges, efforts to improve attendance and persistence of minority students, an interdisciplinary humanities program, the core curriculum, senior seminars program, developmental education program, a center for international programs, promoting interest in foreign language study, career and life planning, an academic assistance and resource center, a computer literacy fair, automated data reporting systems, faculty retraining, business and education partnerships, and college school cooperation. Program and institution indexes are included. (SW)

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More GOOD IDEAS

Responses to Changing Educational Needs by State Colleges and Universities

1985

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AASCU SM

More Good Ideas is an annual collection of program ideas that demonstrate creative approaches to such academic administrative concerns as student access and retention, teaching and learning, improvement of curriculum, faculty and administrative development, finance and management, and public service.

The seventy-nine programs described in this booklet were nominated by their institutions in the 1985 competition for AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education. The award was established by the AASCU Board of Directors in 1979 to honor the former chancellor of the Minnesota State University System and is presented annually to an AASCU institution that exemplifies the commitment of state colleges and universities to educational improvement.

Compiled by
Libby Costello, Staff Liaison
AASCU Committee
on Alternative and Innovation
in Higher Education

American Association
of State Colleges and Universities

November 1985

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1. Increasing Access for Students

California State University, Northridge

Special Mission in the Area of Deafness

Contact: Elizabeth Berry
Associate Vice President
Academic Programs
California State University, Northridge
Northridge, CA 91324

The California State University, Northridge Special Mission in the Area of Deafness is a commitment to provide access to educational, clinical, and support facilities for the entire deaf and hearing-impaired community. The National Center on Deafness, Departments of Special Education and Communicative Disorders, and University Student Services all participate in the institution's involvement in these programs, leading to a broadly based educational continuum. Degree and credential programs, telecommunications and interpreter support, library functions, career counseling, audiometric services, seminars, and training programs offered by these departments functionally interact to create a mainstreamed educational and living environment for the deaf and hearing-impaired members of the university's extended community.

CUNY, Bernard Baruch College

Computer Center for the Visually Impaired

Contact: Karen Luxton, Director
Computer Center
for the Visually Impaired
Bernard Baruch College
New York, NY 10010

The Computer Center for the Visually Impaired offers computing services to facilitate educational and training progress and employability for the visually impaired. Recognizing the opportunity presented for the visually impaired to process information independently through computing, the center conducts an employability program, assists faculty members and students in producing braille and oral educational materials, and distributes information about educational and employment prospects. Although the center's efforts emphasize teaching computing and using computers to produce educational and employment materials, it also engages in public-service activities such as producing tactile maps of subway stations and airplane interiors and offering consultation to organizations working with the visually impaired.

East Carolina University

ULTRA System

Contact: Robert C. Morrison
Department of Chemistry
East Carolina University
Greenville, NC 27834

In a project that began in response to one blind student's quest for independence in the chemistry laboratory, a research group at East Carolina University has developed a powerful talking laboratory computer for visually impaired science students. The system, called the Universal Laboratory Training and Research Aid (ULTRA), consists of a mobile microcomputer with speech output, keyboard input, and a variety of other inputs and outputs. It can convert instrument readings to speech and has been programmed to perform several important instrumental measurements; it can also function as a talking calculator, a talking terminal, and a personal computer. The system should be commercially available in late 1985.

1. Increasing Access for Students

Empire State College

Circulation Management Project

Contact: Victor B. Montana, Dean
Genesee Valley Regional Center
8 Prince Street
Rochester, NY 14607

Thanks to Empire State College, full-time newspaper circulation employees anywhere in the United States can complete an undergraduate degree at low cost, with virtually no formal class attendance or interruption in work schedules, and the possibility of earning credit for experiential learning. The innovative curriculum combines business, management, and economics with a 24-credit focus in circulation management. Ground-breaking national research and industrial cooperation enabled incorporation of competencies suggested by the industry. A national network of college faculty and industry experts serve as the associate faculty. This program combines Empire State's model of independent study and individualized guidance and advisement with intensive seminar experiences.

Metropolitan State College

Extended Campus Credit

Contact: Gwen Thornton, Director
Extended Campus Credit
1006 11th Street
Box 6
Denver, CO 80204

Metropolitan State College's Extended Campus Credit Program established an off-campus program in cooperation with Cherry Creek School District No. 5 and Arapahoe Community College. Course locations in the southeast quadrant of the Denver metropolitan area were consolidated into one strategic location at West Middle School. Entitled Metro South, this off-campus program involves a contractual arrangement with Cherry Creek School District No. 5 to provide classroom space and administrative and custodial support. In addition, an articulation agreement and space-sharing arrangements were developed with Arapahoe Community College. Nearly fifty courses are offered each semester with an average of 900 (188 FTE) students per semester. Selected student services and on-site computer facilities are also available. Evaluations and student surveys are conducted each semester.

Northern Arizona University

Center for Excellence in Education

Contact: George N. Smith
Vice President
Northern Arizona University
Flagstaff, AZ 86011

The Center for Excellence in Education was created as a response to educational reform and improvement recommendations. The college of education was dissolved and replaced by the center's new matrix organizational structure. This arrangement is designed to facilitate interaction between the education faculty, the total university, public schools, government, business, and industry to improve educational programs. Additionally, field centers are being established in consort with community colleges and public schools. Statewide "educational extension service" functions are analogous to the agricultural extension program. This basic function of the center is intended to provide high-quality educational programs and services statewide, including rural, remote, and unserved areas. In this way, students' access to, and needs for, educational programs and services are met.

Shepherd College

One-Day-A-Week College

Contact: Vana Nespor, Director
South Branch Valley Center
115 Virginia Avenue
Petersburg, WV 26847

One-Day-A-Week College is an innovative approach to off-campus scheduling that leads to an Associate Degree in general business. The program of study is arranged so that adults outside normal commuting range of the college can obtain a full-time course load by attending classes during a ten clock-hour day, once each week during the semester. These back-to-back classes are all located in one building in a convenient location with special advisement and support services provided. This program has proven especially helpful for women with school-age children and for both part- and full-time workers.

Slippery Rock University

Undeclared-Readmit Program

Contact: Robert Aebersold
Interim President
Slippery Rock University
Slippery Rock, PA 16057

Students who experience academic difficulty at Slippery Rock University, primarily within their major academic discipline, may be referred to the Undeclared-Readmit Program. The program incorporates a personally designed academic contract to assist students in improving their academic status. Students maintain consistent appointments with advisors throughout the semester, permitting early detection of areas of weakness. Most students in the Undeclared-Readmit Program use the facilities and personnel of the Academic Support Services Department—i.e., the tutorial center, academic counselors, and career laboratory.

Stockton State College

Ambassador Program

Contact: Patricia Hall Carver
Director of Admission
Stockton State College
Pomona, NJ 08239

In November 1984, Stockton State College, in cooperation with area high schools, began a series of one-day seminars called "The Ambassador Program" for high school juniors. The program was developed because of the alarming decrease in the number of area students who continue their education after high school. Each Friday, fifty high school students are bused to the campus, where they receive information from administrators and faculty members on academic programs, financial aid, dormitory life, applying to colleges, and careers. Current college students, "The Ambassadors," act as guides and encourage students to complete high school and to continue their education. The goal of the program is to motivate students to finish high school and pursue higher education.

1. Increasing Access for Students

SUNY College at Old Westbury

Project Turning Point

Contact: Gloria Kunen, Director
Project Turning Point
College at Old Westbury
Old Westbury, NY 11568

Project Turning Point is a program designed to improve the enrollment and retention rates of mature women in four-year colleges. Mature student interns are trained in women's studies and mathematics anxiety reduction in a classroom setting for the first semester of a one-year program. The student interns perform a community outreach during the second semester by conducting a series of workshops at selected sites. This project has a dual objective: first, women who have already returned to school are trained to understand the psychological blocks internalized by women, an understanding shown to increase the retention rate in four-year college curricula; second, these students, acting as workshop leaders during the community outreach, create a nexus of student and community women encouraging enrollment in four-year college programs.

SUNY College at Plattsburgh

Plattsburgh Transfer Program

Contact: Richard H. Robbins
Associate Vice President
for Academic Affairs
SUNY at Plattsburgh
Plattsburgh, NY 12901

The Plattsburgh Transfer Program is a four-part program designed to address the problems faced by the large number of two-year college graduates SUNY at Plattsburgh attracts each year. It includes comprehensive articulation agreements guaranteeing that students completing parallel programs at given two-year colleges can complete their bachelor's-degree requirements within four semesters; programs of joint admission with parallel programs at selected two-year institutions; a scholarship program especially for transfer students; and publication of annual transfer student directories to aid in the on-campus adjustment of transfer students.

Thomas A. Edison State College

Statewide Testing and Assessment Center

Contact: Susan Simosko, Director
Office of Prior Learning
Assessment
Thomas A. Edison State
College
Trenton, NJ 08625

Thomas A. Edison State College of New Jersey expanded its testing and assessment services to students not enrolled at Edison State by creating in 1980 the Statewide Testing and Assessment Center. This center enabled adult students enrolled at traditional colleges in New Jersey to earn college credit for their experiential learning through the college's unique assessment programs of college equivalency examinations and/or by preparing a portfolio for assessment. Credits earned through Edison State were sent from Edison State to the institution or agency designated by the student and were honored for college credit by the receiving institutions. Current membership in the center includes eighteen New Jersey colleges.

University of Alabama in Huntsville

Project ACCESS

Contact: J. Hoomani, Director
Project ACCESS
University of Alabama
in Huntsville
Huntsville, AL 35899

Project ACCESS (Advanced Comprehensive Computer Educational Service System) was designed to develop a model, computerized campus of the future. Taken into consideration were traditional computer applications and innovative, campuswide applications. Operational since 1984, ACCESS has already had a marked impact on students, the faculty, and the administration in a variety of areas including instruction, research, public service, electronic correspondence, conferencing, administrative data processing, storage, and retrieval.

University of Central Florida

Educational Opportunity Program

Contact: Charles N. Micarelli
Dean of Undergraduate Studies
University of Central Florida
Orlando, FL 32816

The Educational Opportunity Program was developed to provide minority students who do not meet traditional admissions requirements an opportunity to develop the skills necessary for successful academic careers. Students admitted to the program participate in special summer courses in science, mathematics, English, and study skills and receive counseling and tutoring. The program also provides students with room and board during the six-week summer courses so that full time may be devoted to study.

Western Michigan University

Behavioral Systems Project

Contact: Richard W. Malott
Behavioral Systems Project
Western Michigan University
Kalamazoo, MI 49008

This project addresses the problems of student attrition and minority participation in higher education. Graduate seminars prepare majority and minority students to work on those problems at WMU and later in their professional careers. The seminars emphasize task analysis, behavior management, and performance contracting—all contributing to the design, management, and evaluation of structured, supportive academic environments. These graduate students concurrently run programs at WMU dealing with students on academic probation; high-risk, minority freshmen on academic probation; minority students in introductory psychology; minority students and others in the first required course for psychology majors; the recruitment and education of minority undergraduates in psychology; graduate students with problems in time management; and the completion of high-quality theses and dissertations in a timely manner.

2. Improvement of Curriculum

Augusta College

Interdisciplinary Humanities Program

Contact: Rosemary DePaolo
Associate Professor of English
Augusta College
Augusta, GA 30910

Augusta College includes in all curricula a three-course sequence at the sophomore level that surveys literature, art, and music from ancient Greece to the modern world. Team-taught by faculty members from the Department of Fine Arts and the Department of Languages and Literature, the sequence chronologically studies the monuments of Western culture and offers a variety of methods for looking at the world, thinking about it, and processing information and stimuli. The sequence is a key element in the general education component of the curriculum and one that seems to have a profound and lasting impact on students.

Brooklyn College

Core Curriculum

Contact: Ethyle R. Wolfe
Provost
Brooklyn College
Brooklyn, NY 11210

Brooklyn College's Core Curriculum establishes a common foundation of ten newly designed courses required of all students. Within a two-tiered structure integrating the fundamentals of liberal learning with the perspectives of contemporary inquiry, it promotes cumulative learning, cross-disciplinary dialogue, and the refinement of critical writing skills. Summer faculty development seminars, instituted to make the core a coherent whole, have revitalized teaching and learning and stimulated communication across disciplines. The core has been a catalyst for change within the college and the point of reference for revision of the rest of the curriculum and for general instituional renewal.

Cheyney University of Pennsylvania

DEX/NSBL Business Club

Contact: Ruth Ellen Johnson, Advisor
Business Administration Department
Cheyney University of Pennsylvania
Cheyney, PA 19319

The DEX/NSBL Club was developed to prepare students to enter the world of business and to be successful after entering. DEX/NSBL projects are designed to provide skill development for business majors through several channels. DEX/NSBL's annual entry into competition stimulates student interest in engaging in many different learning experiences. The continued success of DEX/NSBL in winning national recognition has resulted in activities underwritten by a grant from Dupont Chemical Company. DEX/NSBL provides a public service by sharing activities with the community and other institutions. This fosters an exchange of ideas and furthers networking.

CUNY, Herbert H. Lehman College

Core Curriculum

Contact: Emita B. Hill
Associate Provost
Herbert H. Lehman College
Bronx, NY 10468

The college implemented in 1984 an experimental liberal arts core curriculum, developing new courses at every level. In addition to English composition and foreign language requirements, the curriculum consists of (1)five core courses (humanities, social sciences, natural sciences, origins of the modern age, and problem solving through quantitative reasoning); (2)seven distribution courses, one each from seven areas (literature; knowledge, self, and values; arts; natural sciences; social sciences; historical studies; comparative cultures); (3)for underprepared students, a block program of courses that integrates training in language skills with appropriately paced academic courses, and with a new course in basic logic. Central to the entire experiment is teamwork, frequent meetings of the core faculty, and the block program faculty.

Eastern Illinois University

Senior Seminars Program

Contact: Stephen Whitley, Coordinator
General Education and Senior Seminars
Eastern Illinois University
Charleston, IL 61920

Eastern Illinois University requires each senior to complete a two-hour cross-disciplinary seminar in which basic cognitive skills and the specialized knowledge gained in an academic major are applied to an issue important to contemporary American society. Seminar planning is an ongoing, creative process in which ideas proposed by interested faculty members are refined through a development process that culminates in approval by the Council on Academic Affairs. The fact that students must take seminars in areas outside their academic majors enriches the seminar discussions by bringing a variety of disciplinary perspectives to bear on the topics.

Governors State University

Curriculum Realignment Process

Contact: Virginio L. Piucci
Vice President
Administration and Planning
Governors State University
University Park, IL 60466

Governors State University, focusing on notable shifts in the character of student enrollment patterns from earlier years, launched a major academic realignment in 1981. Key academic changes resulting from the Curriculum Realignment Project include establishing an undergraduate liberal education requirement, requiring candidates for bachelor's degrees to pass exit examinations that test verbal and quantitative skills, identifying a set of core requirements for each undergraduate and graduate major, monitoring grades to combat grade inflation, and consolidating and eliminating programs. The project also resulted in the development and implementation of a new course-numbering system, the development of a data base to support the realigned curriculum, and the improvement of the university's planning process as it relates to program/curriculum review.

2. Improvement of Curriculum

Montclair State College

College Writing Policy

Contact: Jim Nash, Professor
English Department
Montclair State College
Upper Montclair, NJ 07043

The College Writing Project at Montclair State is a campuswide effort to strengthen undergraduate writing skills. A comprehensive writing policy requires written work in courses at all levels and in all departments and includes a graduation requirement in writing competence administered by each department through one or more required major courses. The college has also issued general standards for formal written work, and individual departments' policy statements set forth the requirements for the particular courses they offer. During the past two years the project has focused on faculty development through small group meetings, workshops, and a statewide conference on "writing to learn."

Murray State University

Center for International Programs

Contact: C. Tracy Harrington, Director
Faculty Resource Center
Murray State University
Murray, KY 42071

The Center for International Programs is a campuswide structure for internationalization at Murray State University. Designed and operated entirely by faculty volunteers, CIP has successfully institutionalized a strong and diverse international component in the life of the university. This institutionalization includes major curriculum development, linkages with universities in five foreign countries, faculty and student exchanges, extracurricular programs and activities, and a comprehensive approach to recruiting and providing services for foreign students. Through this faculty-directed effort, MSU has progressed in five years from having virtually no international activity to having a thorough and comprehensive institutional commitment.

Nicholls State University

Developmental Education Program

Contact: Bonnie J. Bourg, Dean
Freshman Division
Nicholls State University
Thibodaux, LA 70310

The essential features of Nicholls State University's Developmental Education Program are College Entry Services, Instructional Services, and Personal Services, the chief aim being to improve student retention. Each set of services focuses on specific needs, provides the necessary services, and evaluates the outcome. College Entry Services concentrates on making entry and placement simple and accurate; Instructional Services provides developmental (remedial and nonremedial) courses specifically designed to develop competencies in academic and nonacademic skills needed for college success; Personal Services provides academic support and counseling services needed by students.

North Carolina School of the Arts

PHASE III Curriculum

Contact: Robert Hickok, Dean
School of Music
NC School of the Arts
Winston-Salem, NC 27117-2189

Phase III, the final year of the curriculum of the School of Music of the North Carolina School of the Arts, is designed to reflect realistic educational needs of students preparing for careers in music performance and related activities. It extends the training to include preprofessional activities and seminars on survival skills for young musicians, including preparation of resumes, management techniques, and career planning. The program also allows each student extensive contact with practicing professionals who are willing to share their expertise in the world of the performing artist with those about to embark on professional careers.

Southwest Texas State University

College of General Studies

Contact: Rollo Newsom, Dean
College of General Studies
Southwest Texas State University
San Marcos, TX 78666

The new College of General Studies at Southwest Texas State University brings a new focus to the core curriculum by reforming general education to ensure that students demonstrate competence in basic skills, integrate disciplinary knowledge, and gain a broad introduction to human caultures. It includes an academic advising program to assist undeclared majors, help students plan their general education curriculum, and counsel those with low academic averages, and a testing center to design and implement placement and basic skills tests. The Institute for Research and Development in Basic Skills will integrate faculty research and instructional development in this area.

University of Maryland, Baltimore County

Modern Languages and Linguistics

Contact: John H. Sinnigen, Chair
Modern Languages and Linguistics
University of Maryland, Baltimore County
Baltimore, MD 21228

The Department of Modern Languages and Linguistics at the University of Maryland, Baltimore County developed a new type of program that revitalized interest in foreign language study on the campus. The separate degree programs were combined into one B.A. in modern languages, with various options. A core of three courses based on linguistics, literature, and the social sciences furnishes a coherent framework for the curriculum. Basic foreign language instruction is oriented toward communication proficiency, and extensive use is made of authentic materials, media, and dramatic techniques. Overall enrollment and the number of majors have increased dramatically, and the new program has drawn the attention of numerous other institutions.

2. Improvement of Curriculum

University of North Florida

Subject Area Articulation Program

Contact: Andrew A. Robinson, Dean
College of Education
University of North Florida
Jacksonville, FL 32216

The Subject Area Articulation Program is a project designed to encourage and monitor the establishment of joint school district /postsecondary curriculum committees and to stimulate interinstitutional curriculum planning, development, and evaluation. This program is, moreover, charged with the task of establishing partnerships among faculty and curriculum leaders of the school districts, community colleges, private colleges, and public universities in each of the five geographic/scholastic regions in Florida. To accomplish these goals, curriculum committees have been organized to assess the articulation needs, problems, and issues in mathematics, science, social studies, and English.

University of Pittsburgh at Johnstown

Technology and Social Change

Contact: Albert P. Vannucci
Social Science Department
University of Pittsburgh
Johnstown, PA 15904

The International Studies Program has developed a multidisciplinary course and symposium on "Technology and Social Change in the United States and Other Countries." This activity involves faculty members and students from every division, addresses the international dimension of problems being confronted by the larger region, and explores important international issues. The course is team taught and includes visiting experts. Both the course and the symposium are available to a wide audience. External funding has supplemented costs.

University of West Florida

Career and Life Planning

Contact: Sandra Branyon
Assistant to the Dean
College of Arts and Sciences
University of West Florida
Pensacola, FL 32514-0101

A required course in Career and Life Planning offers first-term freshmen the opportunity to (1)develop the survival skills necessary for success at a university; (2)learn about the support services available to facilitate their academic progress and promote their development; (3)clarify their interests, values, and aspirations; (4)explore career alternatives and life-cycle options in relation to their personal attributes; and (5)learn techniques for further exploring their options and soundly planning their futures. Career and Life Planning incorporates library research, field experiences, class discussions, a computerized guidance tool, and written assignments designed to promote self-understanding, careful thinking, and creative planning. A coordinator, who teaches several sections of the course, meets weekly with other instructors to ensure consistency throughout the multiple sections of the course.

University of Wisconsin - Whitewater

Management Computer Systems

Contact: Robert L. Horton, Coordinator
Management Computer Systems
University of Wisconsin
Whitewater, WI 53190

The Management Computer Systems major is a truly integrated, intercollege, undergraduate program designed to provide graduates with both the general business and the technical computer skills required to bridge the technical-business gap widely reported in industry. The necessary expertise for this venture is generated by staffing the program with both computer science and management faculty members. A number of joint academic-industry cooperative projects have been established with the primary purpose of keeping the curriculum viable and current. These efforts include a professional advisory board and intern programs for both students and faculty members.

Ball State University

Undergraduate Fellows Program

Contact: Warren Vander Hill
Director of the Honors College
Ball State University
Muncie, IN 47306

The Undergraduate Fellows Program was established to identify, recruit, and retain outstanding undergraduates and to provide them and their faculty mentors with enhanced opportunities for learning and participating in the academic enterprise. This close contact between outstanding students and productive faculty scholars has mutual benefits in that both are enriched by the experience: the student has previous boundaries extended, and the faculty member has a unique opportunity to transfer enjoyment of research and learning. Students selected to be fellows work approximately ten hours per week for ten weeks of each quarter with a faculty member who assumes both the role and title of mentor. The quarterly fellowship stipend is $400. Length of appointment is based on the nature of the proposed research project.

Bemidji State University

Honors Program

Contact: Michael Field, Director
Honors Program
Bemidji State University
Bemidji, MN 56601

The Bemidji State University Honors Program provides an alternative, integrated curriculum for students of superior academic abilities. Specially designed honors courses, interdisciplinary in both content and structure, replace the usual general education distribution requirements and supplement the student's major course of study. An intensive thesis in the junior year, followed by an integrative senior seminar, complete the honors program curriculum.

3. Teaching and Learning

Edinboro University of Pennsylvania

Academic Festival

Contact: Burton O. Witthuhn
Provost
Edinboro University
of Pennsylvania
Edinboro, PA 16444

The annual Academic Festival at Edinboro University is a celebration of learning and a unique opportunity for faculty members and students to share their knowledge and experience. Students benefit from increased exposure to various disciplines while faculty can showcase areas of expertise reaching far beyond their classroom offerings. As a forum for the exploration of ideas and demonstration of techniques, the festival is an excellent opportunity to exchange viewpoints and explicate skills outside the classroom setting. Best of all, it is a "no-cost" idea, having as its genesis available resources of academic support and the collegiality of nearby academic colleagues.

Jersey City State College

Electronic Learning Laboratory

Contact: Dorothy Mulligan, Director
Electronic Learning Lab
Jersey City State College
Jersey City, NJ 07305

The Electronic Learning Laboratory, providing support to 700 students weekly through electronic media, has assumed a position of leadership in the state as a model for computer-assisted instruction for the development of basic academic proficiencies and English as a second language. Students use more than 400 courseware packages for forty Apple IIe and IBM microcomputers. The laboratory serves New Jersey as the Center for Remedial/Developmental Software. Both faculty members and administrators within and outside the state visit the laboratory to review software and consult with the center staff on CAI laboratory design and implementation, and software evaluation. The laboratory has also taken a leading role in the development of interactive videodisc as an alternative tool for instruction.

Midwestern State University

Undergraduate Chemistry Research Program

Contact: Robert J. Palma, Sr.
Professor of Chemistry
Midwestern State University
Wichita Falls, TX 76308

Midwestern State University's Undergraduate Chemistry Research Program allows sophomore chemistry students to undertake three-year research projects under the supervision of faculty mentors. The twenty-two students who are now engaged in this program spend five to ten hours per week on their research, for which they may receive academic credit, participate in weekly group discussion/lecture sessions, and have the opportunity to help prepare completed research for publication and to attend national or regional meetings. This activity is part of a highly successful effort by the university's chemistry department to develop a strong research program at a small undergraduate institution.

North Texas State University

Fine Line Graphics

Contact: Margaret Lucas, Chair
Department of Art
North Texas State University
Denton, TX 76203-3257

Fine Line Graphics is a slightly different and very successful approach to solving an age-old educational dilemma—how to give advertising design students hands-on professional experience while they are still in the academic environment. Designed to operate and function as an advertising agency, the group does design work for university clients as well as external clients. Fineline is composed of a highly select group of advanced students who are supervised by a full-time faculty member. Students are involved in developing professional design standards and work habits as well as participating in leadership roles. They gain experience in cooperative group efforts as well as interacting with various types of clients as they follow jobs through to completion. At the same time, they provide valuable services to business, individuals, and organizations. The group normally handles approximately twenty-five to thirty design projects per year. The success of Fine Line Graphics is evidenced by a number of competitive regional and national award-winning student projects.

Radford University

Appalachian Studies Program

Contact: Grace Toney Edwards, Chair
Appalachian Studies Program
Radford University
Radford, VA 24142

The interdisciplinary Appalachian Studies Program offers students, faculty members, and local residents an opportunity to explore the heritage, environment, and culture of the Appalachian Mountain region. Students can earn a minor that promises to be a valuable adjunct to their major fields of study, particularly for those who will live and work in Appalachia; or they can simply take courses for personal enrichment. A major strength of the program is its interdisciplinary focus on studies of the liberal arts that illuminate the Appalachian region. Another strength is the encouragement of research and of presentation and publication of findings among students and faculty members. Through its various activities, the Appalachian Studies Program has brought increased regional awareness to Radford University.

San Diego State University

Integrated Approach to Remedial Education

Contact: Frank A. Medeiros
Associate Vice President
for Academic Affairs
San Diego State University
San Diego, CA 92182-0420

San Diego State University collaborates with a local community college district in a program wherein numerous sections of remedial writing and mathematics courses are taught by community college faculty members on the university campus, jointly administered. Other components of this intersegmental approach are an integrated general education writing program, a "Summer Bridge" program for entering freshmen, various cooperative projects undertaken to train high school students on site for collegiate work, and active collaboration with high school and middle school instructors.

3. Teaching and Learning

Stephen F. Austin State University

Academic Assistance and Resource Center

Contact: Alvin Cage, Librarian
Academic Assistance Center
Stephen F. Austin State University
Nacogdoches, TX 75962

In September 1983, Stephen F. Austin State University instituted the Academic Assistance and Resource Center, an integrated learning-assistance center offering personal counseling, bibliographic instruction, and tutoring in mathematics, reading, and writing. By centralizing services and placing them at the hub of campus activity in the library, the university has transformed isolated assistance services into a center where resources and strategies are shared and the individual student is the focus of coordinated efforts.

SUNY College at Fredonia

Learning Center

Contact: Penelope Deakin
Director of the Learning Center
SUNY College at Fredonia
Fredonia, NY 14063

The Fredonia Learning Center defines itself as a support for the whole student body rather than for a segment of that population. Undergraduate peer tutors help students who drop in with problems (in at least eighteen different subject areas). The center has a faculty advisory group, extensive tutor training, and a writing internship for writing tutors. Attention to an informal, stress-free, and productive atmosphere is an important aspect of the center, where students on probation mingle with high-achieving students seeking help, and no stigma or segregation exists.

SUNY College at Potsdam

Draime House

Contact: Bruce Conroe
Associate Provost
SUNY at Potsdam
Potsdam, NY 13676

The Draime House is a living-learning house assembled for a group of students who have the opportunity to interact with faculty members and others in an informal setting outside the classroom. One faculty member lives in the residence and others are affiliated with the program. The program was launched with fifty students in the fall semester of 1984. The program is intended for students who enjoy their studies and would like to supplement formal courses with other experiences, including the creation of a friendly intellectual community with their peers and with other members of the college. Activities for the house are coordinated with the R.A.'s and the resident faculty member.

4. Faculty and Administrative Development

University of Tennessee at Martin

Center of Excellence in Science & Mathematics

Contact: Maurice H. Field
Associate Dean
of Graduate Studies
University of Tennessee
at Martin
Martin, TN 38238

The Schools of Arts and Sciences and Education at University of Tennessee at Martin have planned and implemented a procedure designed to upgrade the scholastic and instructional skills of sixty area public school teachers of science and mathematics. The success of this activity resulted in designation as a Center of Excellence in Science and Mathematics Education in Tennessee. Center activities have expanded to include a variety of advising, consulting, and development programs, all of which are aimed at providing better education to K-12 students.

Wichita State University

Center for Entrepreneurship

Contact: F. D. Jabara
Founder and Director
Center for Entrepreneurship
Wichita State University
Wichita, KS 67208

Wichita State's Center for Entrepreneurship has blended a substantial amount of outside resources with university resources in developing a wide range of academic courses, seminars, publications, and internationally recognized programs in support of a growing population of entrepreneurial-minded students. Founded in 1977, the center is committed to promoting and enhancing entrepreneurial activities and risk taking within learning atmospheres that improve the entrepreneur's probability of success in new ventures and/or continued success in existing small and large corporate ventures. Cross-disciplinary courses ranging from the freshman through graduate level, summer workshops, televised programs, biographical publications, in-residence programs, published resource materials, scholarships, and an international Association of Collegiate Entrepreneurs program are just some of the projects initiated and managed

Norfolk State University

Computer-Based Academic Development System

Contact: Janie Jordan, Head
Mathematics and Computer
Science
Norfolk State University
Norfolk, VA 23504

The Computer-Based Academic Development System is a university-wide project that focuses on developing faculty skills in using the computer to address basic skills and general education competencies through an interdisciplinary systems approach to curriculum development. Through workshops and seminars, faculty members in English, mathematics, education, the social sciences, humanities, and health have developed computer-assisted instructional materials that emphasize reading, writing, mathematics, science, and test-taking skills. Spinoffs from the project include the development of courses in computer literacy, computer-based education, computer camps for children, and computer workshops for various citizen groups. Developmental support for the project was provided by a federal grant.

4. Faculty and Administrative Development

Northern Kentucky University

Summer Fellowship Program

Contact: Lyle A. Gray, Provost
Northern Kentucky University
Highland Heights, KY 41076

Northern Kentucky University's Summer Fellowship Program is an innovative faculty development program that illustrates how the energies and talents of a young faculty at a newly formed institution can be channeled to generate significant scholarly and creative activity without the presence of senior mentors. Awarded by a committee of the faculty senate in conjunction with the provost's office, fellowships are given for activities such as individual research and writing, artistic projects, and attendance at seminars. The program has generated considerable professional productivity, institutional recognition, and high-quality teaching.

Salem State College

Computer Literacy Fair

Contact: Alice M. Stadthaus
Chairperson
Interdisciplinary Studies
Salem State College
Salem, MA 01970

The Computer Literacy Fair attracted over 1,000 college and community members to a display of nearly fifty microcomputer applications developed by faculty and staff members and students. Demonstrations and hands-on opportunities included such diverse offerings as "Teaching and Researching Baroque Dance," "Word Processing for Individualized Textbook Writing," "Digital Image Processing of Remotely Sensed Data," "Basic Programming for Children," "Grammy Teaches Her Grandchildren," and "Compete," a simulated plant growth experiment.

Southern Technical Institute

INTERFACE Conference

Contact: Robert J. Fisher, Head
Department of History
Southern Technical Institute
Marietta, GA 30060

This unique conference—the first of its kind—provides a timely and provocative, multilevel interface for the humanities, science, and technology. INTERFACE '85 will be the ninth consecutive gathering of participants including academicians, scientists, business executives, lawyers, physicians, engineers, architects, poets, writers, and artists. The conference, a creation of Southern Tech's English and history department, operates on a low budget and shows no signs of losing its momentum. Its extraordinary success shows what a devoted, hard-working faculty can do on its own using imagination and creativity.

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SUNY College at Geneseo

President's Retreat

Contact: Arthur E. Hatton
Vice President for College Relations and Development
SUNY College at Geneseo
Geneseo, NY 14454

The think-tank approach requires a longer uninterrupted period of time than do the committee meeting/seminar/workshop approaches toward problem solving commonly used in higher education. Whenever an in-depth analysis is required, time is actually saved by meeting in an atmosphere wherein the clock is not a determining factor in searching for meaningful results. Such was the case for the President's Retreat. The candid discussion and blending of ideas from administrators, faculty and staff members, and students made the retreat a creative, binding, and productive experience for all involved. Many ideas and suggestions made during the three days at Watson Homestead have since been implemented on campus.

Tennessee Technological University

Microcomputers for Faculty Development

Contact: Arliss L. Roaden
President
Tennessee Technological University
Cookeville, TN 38505

As part of its faculty development efforts, Tennessee Technological University has provided personal microcomputers to each faculty member who wished to use one and offered twenty-hour preparatory training workshops conducted by the university's computer center. The microcomputers can function as stand-alone units or be linked to the university's mainframe computer, thus lessening the demand on the central facility. The units have been put to a broad variety of uses that have enhanced faculty productivity and instructional quality.

Towson State University

Teacher-Research Institute, Maryland Writing Project

Contact: Gloria A. Neubert
Program Director
Teacher-Research Institute
Towson State University
Towson, MD 21204

The Teacher Research Institute of the Maryland Writing Project at Towson State University is designed to involve language arts teachers at the primary through university levels in conducting research in their own classrooms in order to improve instruction. During the first months of the project, twenty teachers were introduced to classroom research techniques, planned individual or collaborative projects for their own writing classes, and met regularly in research support groups to review their progress. The project promises a creative approach to developing linkages between secondary and postsecondary institutions and to stimulating research at various educational levels.

4. Faculty and Administrative Development

University of Wisconsin - Eau Claire

Time Reassignment Incentive Program

Contact: Ronald N. Satz
Dean
School of Graduate Studies
University of Wisconsin
Eau Claire, WI 54701

The Time Reassignment Incentive Program is designed to encourage departments to think creatively when scheduling the teaching loads and assignments of their instructional staff members so as to provide them with opportunities for release time for activities such as instructional improvement, faculty development, recruitment, research, and other scholarly and creative activities. The Office of Graduate Studies and University Research provides budgetary incentives to departments that release instructional staff members for an FTE of .20 or more of their teaching assignment. During its first year in operation, the program is providing thirteen faculty members with a one- to three-course reduction in teaching load without tying up any of the limited number of unassigned faculty positions usually needed for covering such reduced loads.

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5. Finance and Management

Castleton State College

Automated Data Reporting System

Contact: Paul D. Albro, Coordinator
Institutional Research
Castleton State College
Castleton, VT 05735

Castleton State College has created a computer program to run several other programs (word processing, statistics, data base, and data analaysis) interactivity to produce reports automatically, called the Automated Data Reporting System (ADRS). ADRS will sign on, run the programs, format and print the reports, and sign off. Anyone—including untrained personnel—can run reports that are timely, consistent, and efficient. The process takes only thirty seconds to initiate. Administrators can now make decisions based on up-to-date information without tying up a researcher and secretary for days, even weeks, as before. Large cost savings and managerial efficiency result.

Fitchburg State College

Quality Circles

Contact: Vincent J. Mara
President
Fitchburg State College
Fitchburg, MA 01742

During the past year, several quality circles have been established at Fitchburg State College to review specific issues, problems, and operations and to make recommendations to the president and senior college administrators. Composed of administrators, students, faculty and staff members, and trustees, the circles address such issues as enrollment maintenance, the planning process of the institution, the acquisition of computer resources, and the use of college facilities. They promote participation in the decision-making process and foster a strong sense of community as Fitchburg State plans for the future.

SUNY College of Technology

Telecommunications Institute

Contact: Robert D. Leidig
Vice President for Administration
SUNY College of Technology
Utica, NY 13502

The State University of New York College of Technology has forged an education/industry partnership to offer students and the entire telecommunications industry a "living laboratory" in the Telecommunications Institute at its new Marcy campus. The education program utilizes the framework of existing academic programs, faculty members, and equipment, in conjunction with a commitment of resources and academic support from its industrial partner. No comparable program is found at an institution of higher learning in New York State. Drawing from varied academic disciplines, the unique program teaches technically oriented students the economic, social, and political aspects of telecommunications and teaches the non-technical students the technical side of the field.

Western Illinois University

Faculty Retraining

Contact: Virgil Howe
Associate Provost
Western Illinois University
Macomb, IL 61455

Western Illinois University has implemented a Faculty Retraining Program that permits faculty in overstaffed departments of the institution to enter into a retraining program that prepares them for transfer to departments with academic programs incurring institutional stresses from high student demands. This program has permitted the institution to down-size its overstaffed areas and to retrench without the necessity of entering a program of institutional reduction in force. The success of the program is predicated on advance planning to allow sufficient time for the program to be implemented before institutional reduction in force is mandated because of budgetary constraints.

6. Public Service

Armstrong State College

Crime Prevention Institute, Inc.

Contact: William L. Megathlin, Head
Department of Government
Armstrong State College
Savannah, GA 31419

The Crime Prevention Institute, Inc. achieves the purpose denoted by its name through both an educating function and a "fingering" function. Educating is achieved through an ongoing continuing education program for criminal justice professionals on topics ranging from crime scene criminalistics to traffic accident investigation. "Fingering" is the valuable service to law enforcement provided by the institute's Silent Witness Program: potential tipsters are encouraged to provide leads to police by calling the programs's hotline and receiving both guaranteed anonymity and, upon indictment of suspects, cash rewards. In less than a year and a half, over 100 arrests and thirty indictments have stemmed directly from this public service program.

Boise State University

Boise Future Foundation

Contact: Richard Mabbutt, Director
University Research Center
Boise State University
Boise, ID 83725

The Boise Future Foundation is a model partnership among business, civic, governmental, and academic organizations. The foundation is a national pioneer in the study of the "carrying capacity" of local natural and human resources and in the development of alternative management strategies to preserve or enhance the quality of life preferred by citizens of an urban region. The foundation provides the best currently available information and analysis, sponsors constructive public commentary, and encourages citizens and their leaders to develop effective solutions for managing comunity quality of life.

Eastern Michigan University

Partners in Education

Contact: W. Scott Westerman, Jr.
Dean, College of Education
Eastern Michigan University
Ypsilanti, MI 48197

The Partners in Education program was developed to determine what Eastern Michigan University could do to help strengthen educational experiences for children and youth. Relationships with the schools were inventoried in order to examine and improve the role of the university in (1)establishing educational standards, (2)preparing and assisting school personnel, (3)providing direct services to school-age children and youth, (4)complementing the K-12 curriculum, (5)providing assistance for preschool children, and (6)sharing facilities with schools. As a consequence of the process, the university has become more responsive to its opportunities to build partnerships with the schools, and schools have become more active users of university services.

6. Public Service

Eastern Oregon State College

Simultaneous Remote Searching

Contact: Verl A. Anderson
Online Reference Librarian
Eastern Oregon State College
La Grande, OR 97850

Eastern Oregon State College has developed an interlibrary communications network that uses inexpensive microcomputer and telecommunications equipment to provide isolated library patrons access to major online bibliographic data bases. Rural Oregonians are able, using the Simultaneous Remote Searching network, immediately to acquire information in scientific, medical, technical, commercial, educational, and other fields that is otherwise obtainable only in major urban centers. This timeliness can be critical in medical emergencies and situations in which immediate information is required.

Florida International University

Graduate Urban Education

Contact: George A. Morrison, Coordinator
Graduate Education Program
Florida International University
Miami, FL 33199

The Graduate Urban Education Program is a collaborative effort by Florida International University's School of Education, the Dade County Public Schools, and the United Teachers of Dade to provide specialized training for teachers in inner-city schools. It consists of three five-semester-hour practica, taught jointly by university and public school faculty members, which combine campus-based instruction with seminars and clinical observations at school sites. The Dade County Public Schools reports that the program has significantly improved teachers' skills and commitment to inner-city teaching and has reduced teacher turnover at participating schools.

Georgia State University

Atlanta Partnership of Business & Education, Inc.

Contact: Boyd D. Odom
Executive Director
Atlanta Partnership
Georgia State University
Atlanta, GA 30303

The Atlanta Partnership of Business and Education program provides a formally structured framework for collaboration among all components of the community toward mutual goals in economic development and improvement in the quality of life. Three major community components—private businesses, higher education institutions, and public schools—are equal partners in a mutual need/mutual benefit mode that encompasses the three elements futurist Alvin Toffler states are present in all successful movements today: ownership, structure, and purpose. The Partnership program includes seven programs: ADOPT-A-SCHOOL, Affirmative Action/Job Placement, Distinguished Scholars, Humanities, Institutionalization, Technology, and Volunteer-Tutorial.

Southern Connecticut State University

Project: Older American

Contact: Benjamin Levy, Director
Urban Studies Center
Southern Connecticut State University
New Haven, CT 06515

Project: Older American, launched in February 1984, is a community outreach program designed to accomplish two goals: first, to provide a select group of senior citizens with a variety of social and health services intended to prevent acute illness; second, to give Southern Connecticut nursing and social work students the professional experience and personal insights they'll need to begin their careers with confidence and sensitivity. Operated out of three senior citizen housing facilities near SCSU, the project involved twenty-five students and 135 senior citizens in one-to-one relationships that, for the elderly, improved the quality of their daily lives, and for the students, enhanced their educations and broadened their career options.

University of Colorado at Denver

Center for Community Development and Design

Contact: T. Michael Smith, Director
Center for Community Development
University of Colorado
Denver, CO 80202

The Center for Community Development and Design (CCDD) is a service-outreach component of the College of Design and Planning at the University of Colorado at Denver. Through a network or urban neighborhood offices and regionally stationed staff members, CCDD receives requests for projects of planning, design, community developments, and research. It selects appropriate requests and then responds using its own core professional staff or using graduate students who do the work in conjunction with classes and studios. The nomination focuses on CCDD's adaptive responses in the areas of scope of services, development of expertise, service delivery system, and resource development.

University of Missouri at St. Louis

Storytelling Festival

Contact: Ronald J. Turner
Special Assistant to the President
University of Missouri
Columbia, MO 65211

St. Louis Storytelling Festival is a public-service event offered by Continuing Education-Extension at the University of Missouri at St. Louis with the Jefferson National Expansion Memorial. The storytellers at the festival serve to preserve cultural and historical heritages by recounting life experiences and other outstanding American tales. Festival audiences during the first two days are primarily elementary and secondary school children from seventy-seven schools in Missouri and Illinois. The weekend is featured as a family event and captures the imagination of young and old alike. Outreach sessions are presented during the four-day festival for audiences unable to attend at the Arch. Sites include hospitals, children's homes, city and county parks, and schools for the physically disabled. The festival receives broad-based community support in time and money.

6. Public Service

University of Montevallo

Collaboration with Public Schools

Contact: Elaine Hughes, Director
Academic Program Initiatives
University of Montevallo
Montevallo, AL 35115

In response to a state "Plan for Excellence," the University of Montevallo has committed its resources—human, physical, and monetary—to the improvement of cooperative efforts between higher education and K-12. This new program offers college foreign language courses to high school juniors and seniors, computer instruction to fifth graders and high school students, a summer institute for gifted youngsters, special mathematics classes, cultural events, and music instruction. In addition to these educational opportunities for students, UM has designed a program to better compensate supervising teachers in the teacher training program and to provide professional development activities for them at no charge.

University of South Carolina at Spartanburg

Cherokee/Spartanburg/Union 70001 Program

Contact: Gloria Close, Director
Cherokee/Spartanburg/Union 70001
University of South Carolina
Spartanburg, SC 29303

The Cherokee/Spartanburg/Union 70001 Program exemplifies the University of South Carolina at Spartanburg's commitment to public service in the Piedmont region. With funding from the Job Training Partnership Act, it addresses the school-dropout problem through job development, educational, and career activities aimed at developing the total person. Participants complete thirty hours of preemployability skills training before competing for unsubsidized jobs; receive basic skills instruction; and engage in formal life-skill activities to develop self-esteem. Eighty percent of the participants have succeeded in long-term job performance, high school equivalency completion, and return to full-time schooling.

Wayne State College

Lifestyle Improvement for Seniors

Contact: Ralph Barclay
Health and Physical Education
Wayne State College
Wayne, NE 68787

The Wayne State College Lifestyle Improvement Program for Seniors is designed to facilitate social interaction and health through an assortment of aerobic activities. The program is adaptable to a variety of individual needs and preferences. The program includes exercises for cardiac rehabilitation patients. An emphasis on the social aspect provides for a more enjoyable class atmosphere, motivating the participants and altering their attitude toward physical activity, encouraging long-term compliance. There is no fee for the program. Other objectives of the program include research on the aging and wellness instructor preparation.

7. Other

Western Carolina University

WCU MicroNet

Contact: Linda Perry, Project Director
WCU MicroNet
Western Carolina University
Cullowhee, NC 28723

WCU MicroNet is a computer-based network linking North Carolina science and mathematics classrooms with Western Carolina University. The project provides a support network for teachers and enrichment activities for students. University scientists, student competitions, cooperative research activities, computer expertise and programs, library reprints, and continuing education for teachers can be accessed through MicroNet's toll-free phone line and microcomputer network.

California State University, Sacramento

Association of Research Scholars

Contact: Arnold Golub, Chair
Psychology Department
California State University
Sacramento, CA 95819

The California State University, Sacramento faculty developed an organization called the Association of Research Scholars. The association's inaugural meeting was in spring 1984, and a subsequent meeting is to be held each semester. The meetings afford faculty members opportunities to present statements on current research or creative and scholarly activities to colleagues in an informal setting. Faculty members from various departments and programs share ideas and renew or develop professional acquaintances. The university administration provides support, such as financing the production of proceedings for each meeting. The university recognizes the association as an important innovation in channeling campus energies toward more dynamic intellectual experiences.

Central Michigan University

CM-TEP Engineering Program

Contact: John G. Nee, Coordinator
CM-TEP Engineering Program
Central Michigan University
Mt. Pleasant, MI 48859

The Central Michigan University-Michigan Technological University Engineering Program (CM-TEP), the first program of its kind in Michigan, allows students to complete a single four-year engineering program by taking two years of study at each institution. The program is designed so that all courses mesh as they would in an engineering program on a single campus. Grade-point averages transfer from CMU to MTU and become a part of the MTU grade-point average. All credits earned at CMU become a part of the MTU total with no credit loss. Students spend the first two years at CMU and the final two years at MTU in Houghton. Graduates will receive B.S. degrees in chemical, electrical, geological, mechanical, or civil engineering.

7. Other

Idaho State University

League of Schools

Contact: Joan L. Scott, Coordinator
League of Schools
Idaho State University
Pocatello, ID 83209

The League of Schools is a collaborative staff development consortium involving twelve Southeastern Idaho (primarily rural) school districts and the College of Education at Idaho State University. This organizational arrangement, supported by dues from all of its members, is systematically meeting identified professional development needs through the pooling of resources, the provision of technical assistance, the facilitation of human and material resources, provision of an available research source, and the participation of university-wide personnel. The League binds together elementary and secondary schools and a university in a commitment to improve professional development.

Illinois State University

Onarga Project

Contact: Robert Kerber
Professor of Management
Illinois State University
Normal, IL 61761

The Small Business Institute at Illinois State University and the federal Small Business Administration participated in a mutually beneficial project involving the town of Onarga, Illinois. Initiated and supported financially by the SBA, students in the College of Business were given the unique opportunity to work as consultants to the town; the objective was to develop strategies for reversing the decline in population in that business community. The students studied problems, offered ideas, and worked with the townspeople toward solutions. The group explored ways to attract new businesses, find uses for vacant buildings, improve storefronts, locate suitable sites for senior citizen housing, and apply for state and federal grants. Through the cooperative efforts of the SBA, the SBI, and the citizens of Onarga, the project was a success. The Onarga project is the first of its kind in the United States and is now being used by the SBA as a prototype for assisting other dwindling towns.

Millersville University of Pennsylvania

Alcohol Awareness Program

Contact: Edward A. Thomson
Assistant Vice President
for Student Affairs
Millersville University
of Pennsylvania
Millersville, PA 17551

Millersville University currently maintains an innovative program that uses a unique combination of resources within the university and the surrounding metropolitan area to combat alcohol abuse. Survey results dramatically illustrated student misperceptions about alcohol and its effects on the body. A four-faceted approach was adopted to deal with this problem, including efforts to increase student awareness of alcohol and its effects, development of curriculum and educational efforts to increase knowledge about alcohol, provision for treatment of those students experiencing difficulties with alcohol, and continued research on student use and attitudes.

SUNY College at Purchase

SUNY Purchase Westchester School Partnership

Contact: Theodore L. Gross, Dean
College of Letters and Science
SUNY at Purchase
Purchase, NY 10577

The SUNY Purchase Westchester School Partnership, established in 1984 and funded by the American Can Company Foundation and New York State, is a consortium of eleven Westchester school districts and SUNY Purchase. The participating school districts are Blind Brook, Byram Hills/Armonk, Edgemont, Harrison, Mount Vernon, Port Chester, Rye, Rye Neck, Southern Westchester Boces, White Plains, and Yonkers. The five major projects are a Math/Science Institute, a program for Motivating the Unmotivated Student, Guidance Counselor Externships, a program in Aesthetic Education, and an Education Executive Program. The common purpose of the partnership is clear: to improve teaching.

University of Southern Maine

Convocation

Contact: Robert L. Woodbury
President
University of Southern Maine
Portland, ME 04103

The Convocation program, a year-long series of lectures, debates, workshops, programs, and cultural events focused on an important contemporary theme, has contributed to a sense of community and to a common intellectual experience among an increasingly diverse student body, the faculty, the staff, and the surrounding community. The university provides the appropriate resources and the environment of open inquiry requisite for thoughtful and comprehensive consideration of themes and allows all constituents to participate by offering ideas, by supporting events, by sharing in the organizing and planning tasks, and by teaching or enrolling in courses related to the theme.

University of Southern Mississippi

Adult Retention Mentor Program

Contact: Margie Cox
Coordinator of Adult Services
University of Southern Mississippi
Hattiesburg, MS 39406-5112

The Adult Retention Mentor Program was established to provide support to incoming adult students. The older student who is entering or reentering college after being out of school for several years often is making a drastic lifestyle adjustment. Pressures of attending school are generally added to those of holding a job and raising a family. Adult students who successfully have made the transition into academic life are trained as mentors for up to five incoming students. Mentors stay in close contact with the new students and make timely referrals when problems arise. Any indication that a problem may cause a student to drop out of school is immediately brought to the attention of the Adult Services Office.

Western Oregon State College

Quality Assurance Program

Contact: Robert D. Barr, Dean
OSU-WOSC School of Education
Western Oregon State College
Monmouth, OR 97361

The OSU-WOSC School of Education, a merged school serving Oregon State University and Western Oregon State College, has implemented a major reform in teacher education called the Quality Assurance Program. The primary feature of this program, designed to bring a high level of accountability to teacher education, is a "Warranty of First-Year Teachers." If, on the basis of systematic evaluation, the graduates of the teacher education program fail to perform satisfactorily as beginning teachers, the School of Education provides direct assistance and support to both the employing school and the new teacher. After a year's experience with the warranty, the program has been replicated at a number of schools of education and community colleges across America and has been adopted by WOSC as a campuswide concept. The entire Oregon State System of Higher Education is considering adopting the warranty. The warranty has also been the model for legislation introduced into the U.S. House of Representatives.

Westfield State College

Freshman Explorations

Contact: Ronald Edwards
Freshman Faculty Advisor
Westfield State College
Westfield, MA 01086

In order to coordinate the efforts of the faculty, student personnel staff, and administration in improving freshman development, Westfield State College established the position of Freshman Faculty Advisor (FFA) in 1984. One project initiated by the FFA in fall 1984 was a one-credit, elective pilot program, Freshman Explorations. Two sections of Freshman Explorations were offered by two faculty members, assisted by upperclass student mentors. The topics and structure of Freshman Explorations were a synthesis of numerous proven projects, such as University 101 and the Sierra Curriculum. All classes were workshop and discussion sessions and addressed a wide variety of topics aimed at freshmen, including journal writing, study skills, life and career planning, communication skills, and stress management.

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* 1985 Mitau Award Recipient
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